After the Training: Facilitating and Motivating Change

Infant/Toddler Specialist Network, Child Care State Capacity Building Center (SCBC)

National Center on Early Childhood Development, Teaching, and Learning (DTL Center)

Hot Topic Webinar

April 15, 2020
Welcome

Julie Law, Ph.D.
Region VII Infant/Toddler Specialist
State Capacity Building Center

Anita E. Allison, M.Ed.
Senior State T/TA Specialist
National Center on Early Childhood Development, Teaching, and Learning

April Westermann, M.Ed.
Region X Infant/Toddler Specialist
State Capacity Building Center
Introductions

Now it’s your turn! What is your role?
Learning Objectives

- Explore effective strategies to support implementation of trainings and other professional learning opportunities.
- Identify adult learning practices and principles that motivate behaviors and support the implementation of change for infant/toddler providers.
- Discuss strategies to evaluate the effectiveness of training and technical assistance initiatives.
Relationship-Based Professional Development (RBPD)
Professional Development

Includes the following:

- Education  
- Training  
- Technical assistance
  - Coaching  
  - Mentoring  
  - Consultation

RBPD Defined as…

“…using professional relationships as a primary method to support the growth and development of adult learners. This approach uses a cycle of inquiry to facilitate the adult-learning process by taking individuals through steps of goal setting, observation, assessment, action planning, reflection and feedback.” (Washington State Department of Children, Youth & Families, 2019, p. 2).


Adults retain…

- 20 percent of what they hear
- 30 percent of what they see
- 50 percent of what they see and hear
- 70 percent of what they see, hear, and say (e.g., discuss, explain to others)
- 90 percent of what they see, hear, say, and do

Reaching 90

COACHING & MENTORING

- Motivation
- Advice
- Success
- Direction
- Potential
- Support
- Goal
- Training
## Joyce and Showers: Coaching Effects

<table>
<thead>
<tr>
<th>COMPONENTS</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Knowledge (Thorough)</td>
</tr>
<tr>
<td>Study of Theory</td>
<td>10%</td>
</tr>
<tr>
<td>Demonstrations</td>
<td>30%</td>
</tr>
<tr>
<td>Practice</td>
<td>60%</td>
</tr>
<tr>
<td>Peer coaching</td>
<td>95%</td>
</tr>
</tbody>
</table>

Reprinted with permission from Joyce, B., & Showers, B. (2002). Figure 5.2: Training components and attainment of outcomes in terms of percent of participants. *Student achievement through staff development* (3rd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.
Barrera and Kramer: Choosing a Relationship Over Control

Respect + Understanding + Acknowledging perspective = Collaborative partnership

Collaborative partnership = Greater goal achievement

Effectiveness of Training and Technical Assistance (T&TA)
Effectiveness of T&TA

In your experience, what has made T&TA effective?
Effectiveness of T&TA

- Relationship-based coaching
- Connected to professional competencies
- Positive child outcomes
- Parallel process
- Fidelity
PRACTICE-BASED COACHING
RESEARCH BASIS FOR PBC

• PBC has been used in research studies and found effective in supporting preschool teachers’ use of:
  – Embedded instruction Embedded Instruction Project. IES R324A070008 Snyder, Hemmeter, Sandall, & Mclean

• Coaching that includes components of PBC has been effective in supporting:
  – teaching practices, behavior support practices, or curricula; implementation of practices
  – changes in teacher-child interactions
  – self-reported changes in knowledge, skills, and attitudes about teaching practices
WHY ARE WE HERE?

Children learn important skills and are ready for kindergarten

QUALITY LEARNING

Education staff use effective curricula and research-based teaching

QUALITY TEACHING

Coaches use research-based strategies to support adult learning and professional development

QUALITY COACHING

NATIONAL CENTER ON Early Childhood Development, Teaching and Learning

Practice-Based Coaching Collaborative Partnerships
THEORY OF CHANGE

State Priorities and Goals

USE OF EFFECTIVE TEACHING PRACTICES

PD w/ COACHING
- Training Workshops
- Coaching & Mentoring
- Conferences
- Consultation
- Self-guided Learning
- Learning Communities

CHILD LEARNING

Nurturing responsive and effective interactions and engaging environments

Early Childhood Development, Teaching and Learning

Practice-Based Coaching Collaborative Partnerships
MODEL FOR ALIGNING “WHY” OF PD TO “HOW” OF PD

45 provide coaching, mentoring, and TA via ITSN

11 provide TA on I/T scales, assessments, or inventories

5 ITSN provide TA on I/T curricula

5 access ITSN through their QRIS

12 have developed coaching/TA competencies

I/T = infant/toddler
ITSN = Infant/Toddler Specialist Network
QRIS = quality rating and improvement system
TA = Technical Assistance

Effectiveness of T&TA: Coaching

Emerging efforts in practice-based coaching:
- Alaska
- North Carolina
- Oklahoma
- Utah

Established
- South Carolina—Program for Infant/Toddler Care training, follow-up coaching, and consultation for infant/toddler care providers. [Link](https://scpitc.org/our-services)
- New York—Pyramid Model and follow-up practice-based coaching. [Link](http://www.nysecac.org/contact/pyramid-model)
Effectiveness of T&TA: Mentoring

- Georgia—Project LITTLE, a statewide infant/toddler mentoring program. 

- Minnesota—Relationship-Based Professional Development, specialized mentor competencies, and certification. 
  [https://www.mncpd.org/relationship-based-professional-development](https://www.mncpd.org/relationship-based-professional-development)
Effectiveness of T&TA: Apprenticeship

- Rhode Island—Child Development Associate cohort community college apprenticeship
- Pennsylvania—Registered Early Childhood Education (ECE) Apprenticeship

Effectiveness of T&TA: Community of Practice

Supporting implementation training:
- Connecticut
- Maine
- Michigan
- Oklahoma
- Missouri
- Navajo Nation
Meeting ECE Professionals’ Learning Needs
Group Reflection

- What helps you learn?
- What do you think supports adult learning?
Meeting Adult Learning Needs

- Value the years of knowledge and experience that each adult brings to their learning.
- Connect content in meaningful ways back to practice.
- Keep the end goal and purpose in mind throughout the training.
- Intentionally use adult learning principles in training and coaching.
- Match the T&TA support you provide to trainees’ learning style.
Knowles’ Six Principles of Adult Learning

- Adult learners are motivated and self-directed
- Adult learners bring life experience and knowledge
- Adult learners are goal oriented
- Adult learners are relevancy oriented
- Adult learners are practical
- Adult learners like to be respected

Adults learn best when:

- Expectations and vision are clear
- They are at the edge of their comfort zone
- Necessary resources are available
- They feel supported
- They are motivated
- Learning is delivered in context
- Their individual learning style is taken into account
- Just enough time is provided (not too little and not too much)
- Helped to succeed at making a difference
- They have choice and autonomy
- Learning involves the active construction of knowledge
- Strategies that are not successful the first time are seen as opportunities to learn more for the future
- When strategies that are not successful the first time are seen as opportunities to learn more for the future
- When helped to succeed at making a difference
- When they have choice and autonomy
- Through action and experience
- With just in time support
- When there is an achievable and satisfying challenge to undertake
- When there are multiple opportunities to learn
- Through clear communication
- Through timely and targeted feedback from peers and leaders
- With the opportunity to practice more than once
- When supported by effective systems and processes
- When necessary resources are available
- When they are at the edge of their comfort zone
- From role models
- From their peers

Motivating Change
Guest Speaker

Jen Cortes, M.S.
Project Manager and Professional Development Specialist, Early Childhood Leadership Institute
Center for Access, Success, and Equity
Program Coordinator, Certificate of Graduate Studies in Early Childhood Coaching and Technical Assistance,
Department of Interdisciplinary and Inclusive Education
College of Education
Rowan University
Motivating Change:
Adult Learning, Self-Efficacy and Motivation

Jen Cortes, M.S.
Before we begin…

Take a moment and think about a time where you learned something new or had a meaningful learning experience.

*Why was it meaningful?*
*Who was involved?*
*What was the context?*

Out with erin, (n.d.)
the moment you stop learning, you stop leading.

— Rick Warren —
Our hope is that training impacts participants’:

- Self-Confidence
- Self-Esteem
- Self-Efficacy

Possibility of change, (n.d.)
Self-Concept + Self-Esteem = Self-Efficacy

- Individual’s personal evaluation or confidence in his or her performance capability on a specific task
  - Low self-efficacy = avoidance of activities they perceive beyond their capabilities
  - Low self-efficacy = choice of easier tasks where chances of success are greater
  - High self-efficacy = greater effort, persistence, and motivation, therefore improved achievement

Factors in Strengthening Self-Efficacy:

- Mastery Experiences
- Vicarious experiences
- Social persuasion
- Physiological reactions

(Bandura, 1989)
POLL: *In thinking about your current systems, what opportunities do coaches/TAs have to strengthen self efficacy?*

(Loeppky, K. 2017)
References


Reflection and Questions
Strategies to Facilitate Change
Strategies to Facilitate Change

What are techniques or strategies you use as follow-up after training?
Assessing Your Current TA Landscape

- State and Territory Technical Assistance Systems: Fit and Feasibility Checklist

- Technical Assistance Planning and Implementation Guide
Strategies for Evaluating Change
Types of Evaluation

Formative evaluation

Process/implementation evaluation

Outcome/effectiveness evaluation

Impact evaluation

What, When, Why, and How?

<table>
<thead>
<tr>
<th>Evaluation Types</th>
<th>When to use</th>
<th>What it shows</th>
<th>Why it is useful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formative Evaluation</td>
<td>During the development of a new program.</td>
<td>• Whether the proposed program elements are likely to be needed, understood,</td>
<td>• It allows for modifications to be made to the plan before full implementation begins.</td>
</tr>
<tr>
<td>Evaluability Assessment</td>
<td>When an existing program is being modified or is being used in a new setting</td>
<td>• The extent to which an evaluation is possible, based on the goals and</td>
<td>• Maximizes the likelihood that the program will succeed.</td>
</tr>
<tr>
<td>Needs Assessment</td>
<td>or with a new population.</td>
<td>objectives.</td>
<td></td>
</tr>
<tr>
<td>Process Evaluation</td>
<td>As soon as program implementation begins.</td>
<td>• How well the program is working.</td>
<td>• Provides an early warning for any problems that may occur.</td>
</tr>
<tr>
<td>Program Monitoring</td>
<td>During operation of an existing program.</td>
<td>• The extent to which the program is being implemented as designed.</td>
<td>• Allows programs to monitor how well their program plans and activities are working.</td>
</tr>
<tr>
<td>Outcome Evaluation</td>
<td>After the program has made contact with at least one person or group in the target population.</td>
<td>• The degree to which the program is having an effect on the target population’s behaviors.</td>
<td>• Tells whether the program is being effective in meeting it’s objectives.</td>
</tr>
<tr>
<td>Objectives-Based Evaluation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economic Evaluation</td>
<td>At the beginning of a program.</td>
<td>• What resources are being used in a program and their costs (direct and indirect) compared to outcomes.</td>
<td>• Provides program managers and funders a way to assess cost relative to effects. “How much bang for your buck.”</td>
</tr>
<tr>
<td>Cost Analysis</td>
<td>During the operation of an existing program.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cost-Effectiveness Evaluation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cost-Benefit Analysis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cost-Utility Analysis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Impact Evaluation</td>
<td>During the operation of an existing program at appropriate intervals.</td>
<td>• The degree to which the program meets its ultimate goal on an overall rate of STD transmission (how much has program X decreased the morbidity of an STD beyond the study population).</td>
<td>• Provides evidence for use in policy and funding decisions.</td>
</tr>
<tr>
<td></td>
<td>At the end of a program.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Strategies and Resources To Evaluate Change

Methodologies for evaluating change:

- Informal evaluations
- Focus group
- Formative child development assessments
- Structured provider assessments
- Logic models/theories of change
- Others?
Strategies To Evaluate Change

Figure 1. An example of a continuous improvement cycle

Conclusion and Wrap-Up
Evaluation

WE WANT YOUR FEEDBACK
Resources

